

these existing policies at the same time we work towards global solutions for the impact of global climate change is the key to making our families safe, healthy, and economically secure for more livable communities tomorrow.

#### THE CHILDREN LEFT BEHIND

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from Guam (Mr. UNDERWOOD) is recognized during morning hour debates for 5 minutes.

Mr. UNDERWOOD. Mr. Speaker, today I rise to express my concerns to the House to consider the children who will be left behind in H.R. 1 and S. 1.

As House and Senate conferees begin meeting to consolidate the House and Senate bills which will reauthorize the elementary and secondary education act, I urge the House to consider the reality that the children living in U.S. insular areas like Guam, the Virgin Islands, American Samoa, the Commonwealth of the Northern Mariana Islands will be left behind in this reauthorization bill.

The President's education plan to "Leave No Child Behind" is woven into the language of H.R. 1 and S. 1, which are our blueprints for elementary and secondary education in this country. While these bills give special attention to the needs of children living in rural areas, the needs of American Indian, native Hawaiian and Alaskan native children, the needs of children with limited English proficiency, the needs of children of military families, it fails to begin addressing the needs of children living in the insular areas.

Although the insular areas have a unique status under Federal law which requires special policies to serve the educational needs of children, there is no Federal educational policy that focuses on the specific and unique needs of insular area school systems.

It is difficult for insular area systems to compete for educational funding distributed by competitive grants because schools lack the personnel needed to prepare grant applications. They are also faced with unique challenges in hiring and retaining qualified administrators and certified school teachers. Insular area educational systems face other challenges such as geographical barriers, high unemployment rates, shrinking economies, aging buildings which are strained by the acceleration of weathering caused by an unforgiving tropical environment, the high cost of importing and providing equipment and supplies, and a host of other limited resources.

As the delegate from Guam to the U.S. House and a lifelong educator, I have always advocated for improvements in the manner in which the Federal policy is developed by the Federal Government in its treatment of the insular areas. Gratefully, the insular areas are included in most educational programs, but mostly as afterthoughts. As a result, educators in the insular

areas must follow a patchwork system of funding arrangements varying from State shares to special formulas for outlying areas in order to obtain needed and fair funding of Federal program resources. I am pleased to note that the territories are included in many of the increases, including the President's proposal to increase by \$5 billion reading programs from kindergarten to third grade.

But I am also concerned that H.R. 1 leaves out funding for parental assistance centers. In my home, the Guam sanctuary program has a program called Ayuda Para I Manaina, Help For Parents, which provides services for over 1,000 families on Guam each year. The Senate bill includes funding for this program, but the House does not, and I urge my House colleagues to recede to the Senate.

I have been a longtime advocate for establishing a Federal educational policy for the insular areas that would help bring consistency to their treatment throughout H.R. 1. In the absence of such a policy, I proposed an amendment which would require a Federal policy for the insular areas. Unfortunately, this amendment was struck down along with over 100 other amendments proposed for H.R. 1.

So I stand again before my colleagues today to urge consideration for the special needs of children in the territories. The Federal Government has recognized that special attention must be given to the challenging circumstances of insular area educational systems. Why should our educators be left searching for information in footnotes and obscure reference to find the policies which apply to them? We need to work in concert to level the playing field for all American children wherever they live, whether they live in a State or whether they live in a territory.

I hope my colleagues will join in supporting this proposed amendment to ensure that no American child is left behind in our national educational programs, no matter where they live.

I also would like, Mr. Speaker, to acknowledge the presence of Paulo Madlambayan, who is our congressional art contest winner from Guam. He came the furthest to be with us today with the other congressional art contest winners, along with his Uncle Jesse.

#### RECESS

The SPEAKER pro tempore. Pursuant to clause 12 of rule I, the Chair declares the House in recess until 2 p.m.

Accordingly (at 12 o'clock and 43 minutes p.m.), the House stood in recess until 2 p.m.

□ 1400

#### AFTER RECESS

The recess having expired, the House was called to order at 2 p.m.

The Reverend Joseph A. Escobar, Pastor, St. Anthony's Catholic Church, Pawtucket, Rhode Island, offered the following prayer:

Let us remember that we are one Nation under God.

O God, our help, our justice, hear our prayer as we begin this session of the House of Representatives. Enlighten our deliberations by the light of Your law, so that our legislation may reflect Your divine wisdom. May we keep before our eyes the truth that we have been created in Your image, that each man and woman has a dignity which we have been empowered to preserve and to protect.

Help us to see that dignity in each other and in those who have empowered us to serve. May we build a society wherein we can live in a harmony which reflects the harmony in which You created our world. We place our confidence in Your saving help this day and every day, for in You we trust. Amen.

#### THE JOURNAL

The SPEAKER. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

#### PLEDGE OF ALLEGIANCE

The SPEAKER. Will the gentleman from Rhode Island (Mr. KENNEDY) come forward and lead the House in the Pledge of Allegiance.

Mr. KENNEDY of Rhode Island led the Pledge of Allegiance as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

#### THE REVEREND JOSEPH A. ESCOBAR

(Mr. KENNEDY of Rhode Island asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. KENNEDY of Rhode Island. Mr. Speaker, I rise today to welcome Father Joseph Escobar of St. Anthony's Church in Pawtucket, Rhode Island as our guest chaplain.

Established in 1926, St. Anthony's has long served Rhode Island's English and Portuguese-speaking communities.

The large influx of Portuguese immigrants to Rhode Island resulted in the first Portuguese parish in the State, Holy Rosary Parish in 1885. Next was St. Elizabeth's, in Bristol in 1913. It was soon followed by St. Francis Xavier in East Providence in 1915; and St. Anthony's was added in 1926, along with its mission at Little Compton.

Father Escobar will soon be leaving to transition to be the pastor of Our Lady of the Rosary Church in Providence, his hometown. Father Escobar was educated in East Providence public